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Presented to the Sixth Canadian Conference on Educational Research, this paper seeks to determine and analyze the methods of selection and the conditions of employment of provincially-employed superintendents and inspectors of schools in the nine English-speaking provinces of Canada. Most of the data was gathered by questionnaires (which had a 96.5 per cent response), and superintendents, deputy ministers of education, and presidents of provincial school inspectors' associations were interviewed. The whole process of analysis is described with the aid of tables, and the report ends with a five-paragraph verbal profile of the provincially-employed Canadian superintendent. (GD)

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PROVINCIALLY-EMPLOYED SUPERINTENDENTS IN CANADA.

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PROVINCIALLY-EMPLOYED SUPERINTENDENTS IN CANADA*[1]

Introduction

As Dr. Hickcox has indicated in his paper, a considerable amount of time and effort has been devoted to descriptive studies of the superintendent in the United States, and in these studies theoretical models have been, and are being, built. The importance of the superintendent as the keystone in the educational arch of each school district is a fact of life in that country.

My question is then, "Is the equivalent position equally important in this country?" In a word "Yes", with the qualification that in some provinces while it may not yet be so, it soon will be. The recent legislation concerning the consolidation of school districts in Ontario has brought this point forcibly to mind.

It is probably not unreasonable to predict that the evolution of the superintendency position in Canada will result soon in it being a position whose potentialities for educational leadership are comparable to that of its U.S. counterpart (where this is not already the case).

Americans know a considerable amount about their superintendents. Do Canadians know the same? The answer is "Probably not", as there does not seem to be a history of studies such as those carried out by the AASA. However, I feel this is largely remedied by Dr. Sampson's doctoral thesis, some results of which I would like to present now.

The Study

The central purpose of the study was "to determine and analyze the methods of selection and the conditions of employment of provincially-employed superintendents and inspectors of schools in the nine English speaking provinces of Canada". In the following sections I intend to present in an extremely condensed form, some of the wealth of information gathered by Dr. Sampson.

Population

The population studied consisted of provincially-employed superintendents from British Columbia, Alberta, Saskatchewan, New Brunswick and Prince Edward Island, together with provincially-employed inspectors from Manitoba, Ontario and Nova Scotia -- a total of 464 in all. The term superintendent is used here-on-in to refer to both these groups. With the exception of those in Ontario, supervisors of Industrial arts, vocational and technical education, home economics and guidance services were excluded.

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*CCRE is pleased to bring you this paper. The ideas expressed are those of the author .

[1]A paper based on: Sampson, Leonard P., "A Survey of the Methods of Selection and the Conditions of Employment of Provincially-Employed Superintendents and Inspectors of Schools in the English Speaking Provinces of Canada". Unpublished doctoral dissertation, University of Alberta, Edmonton, Alberta, 1965.

Both provincially-employed superintendents and inspectors are members of the Civil or Public service. They have a two-fold responsibility -- that of being the local representative of the Department of Education, and in addition, being the district educational advisor to the Board.

Sources of Data

The major portion of the data was gathered by questionnaire in June 1961 and was supplemented by interviews with the superintendents, deputy ministers of education, and presidents of provincial school inspectors' associations. 96.5% of the questionnaires were returned.

The questionnaire was also mailed to 52 former superintendents and inspectors in an attempt to get at the reasons why men had left the superintendency.

Data Analysis

I propose to present selected parts of the data gathered in this study in a rough career-pattern sequence in order that the route to the superintendency as well as the characteristics of the men holding these positions become discernable.

Time and space limitations impose restrictions on the amount of data that can be reported. In an attempt to overcome this I have drastically collapsed and edited Dr. Sampson's detailed tables with the result that most of the data is presented as either percentages or median values. The intention is that these will show broad trends rather than the detailed picture. Figures reported have generally been rounded to the nearest whole number.

THE DATA	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI	NFLD.	TOTAL
No. of Superintendents	47	63	67	44	193	12	14	7	17	464

1. Birthplace

In province of present superintendency (%)

	55	46	60	75	85	92	79	100	94	73

2. Population of district in which S's spent the first 15 years of their lives (%)

less than 3000	28	68	84	86	60	33	64	100	94	65
3000 - 50,000	34	13	11	11	28	50	36	-	6	22

3. Population of District in which S's attended High School (%)

less than 3000	11	56	61	80	44	25	36	29	47	47
3000 - 50,000	36	11	30	9	41	58	50	71	41	33

4. Higher education in province of present superintendency (%)

undergraduate	85	83	82	86	97	100	64	14	59	87
post-graduate	53	89	75	91	83	42	50	-	6	74

5. Highest university degree at time of appointment (%)

no degree					0.5			57	47	3
bachelor	33	62	93	84	87	33	29	43	53	79
masters	15	37	7	16	12	67	64			18
doctorate	2	2			0.5		7			1

6. Type of undergraduate degree (%)

B.A.	96	41	90	86	97	100	93	29	12	83
B.Ed.		37							65	7
B.Sc.	2	21	10	14			7	14		6

7. Major fields of study at undergraduate level (%)

Eng./Hist.	49	35	30	50	30	42	29		24	34
Math/Science	36	51	57	27	12	25	29	14		28
General	2	3		7	42	8	7	29		20
Education	2	3			4	8	7		53	5
Social Science	6		6	9	3	8	7			4

	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI	NFLD.	TOTAL

8. Teacher Training in province of present superintendency (%)

	94	84	93	80	97	100	100	100	88	93

9. Total teaching experience prior to first superintendency (%)

less than 10 years		24	3	2	18	25	7	29	47	14
10 - 24 years	68	71	91	84	73	58	93	57	47	75
25 or more years	32	5	6	14	9	17		14	6	11
median No. years	22	14	17	18	16	13	14	12	10	16

10. Administrative experience (median years)

vice-principal	5	3	3	3	3	3	2		2	3
principal	12	7	10	11	6	10	9	7	9	9

11. Position prior to first appointment as superintendent (%)

principal	96	65	70	71	52	42	29	57	65	62
vice-principal		8	5	9	7	8	7		6	6
teacher		14	15	7	31	33	14	14	29	20
supervisory	2	8	2		0.5	8	36			3

12. Age at significant career points (median years)

First teaching position	20	19	19	21	20	20	21	18	18	20
First Superintendency	43	37	39	43	38	41	39	38	31	39
Present age	51	48	52	51	48	51	49	52	35	51

13. Salary in the superintendency (maximum values 1963) X 100

maximum	94	109	108	102	130	93	91	52	62	

14. Salary changes on appointment to superintendency (%)

increase	15	41	43	55	50	50	64	57	71	46
decrease	66	46	37	39	29	8	14	29	12	35
no change	19	13	19	7	22	42	21		18	18

	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI	NFLD.	TOTAL

8. Teacher Training in province of present superintendency (%)

	94	84	93	80	97	100	100	100	88	93

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10 - 24 years	68	71	91	84	73	58	93	57	47	75
25 or more years	32	5	6	14	9	17		14	6	11
median No. years	22	14	17	18	16	13	14	12	10	16

10. Administrative experience (median years)

vice-principal	5	3	3	3	3	3	2		2	3
principal	12	7	10	11	6	10	9	7	9	9

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vice-principal		8	5	9	7	8	7		6	6
teacher		14	15	7	31	33	14	14	29	20
supervisory	2	8	2		0.5	8	36			3

12. Age at significant career points (median years)

First teaching position	20	19	19	21	20	20	21	18	18	20
First Superintendency	43	37	39	43	38	41	39	38	31	39
Present age	51	48	52	51	48	51	49	52	35	51

13. Salary in the superintendency (maximum values 1963) X 100

maximum	94	109	108	102	130	93	91	52	62	

14. Salary changes on appointment to superintendency (%)

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no change	19	13	19	7	22	42	21		18	18

	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI	NFLD.	TOTAL

15. Principals obtaining higher salaries than superintendents

% S's reporting principals with higher salaries	81	75	21	70	18	58	43	71	12	40

16. Experience as a superintendent (median years)

total experience	7	8	12	7	8	8	8	9	5	8
present position	2	3	5	5	5	6	7	8	3	5

17. Number of superintendencies held during career (%)

one	26	33	33	57	60	67	86	100	82	51
two	32	40	51	30	27	33	14		12	32
three	17	13	10	9	8					9
four	21	13	3	5	4				6	7
five or more	4	2	3		0.5					1
median	2.3	1.9	1.8	1.4	1.3	1.2	1.1	1.0	1.1	1.5

18. No. years served in previous superintendency (N=227 with more than one superintendency)

median years	3.7	5.7	4.9	3.6	4.5	5.0	7.8		3.0	4.5

19. Superintendents with teaching experience in other provinces (%)

	4	16	6	11	5	0	21	14	6	8

20. Physical characteristics of superintendency (median values)

No. of Boards	1	2	36	31	21	40	6	51+	10	21
No. of Schools	27	17	31	39	34	75	75	71	42	36
No. of Teachers	192	127	114	143	138	272	250	94	113	146
No. of miles travelled (X100)	96	99	117	95	89	108	136	96	66	98

21. Withdrawal from superintendency (%)
(52 former superintendents were sampled)

Status after withdrawal										
Board employed		50	20		90					50
Federal Govt. employed	50	7	20	50						8
Higher Education	50	33	60	50	5				40	19
Schools		10			5		100	100	60	23
N =	2	15	5	2	20		1	2	5	52

22. Some personal data on superintendents

	B.C.	ALTA.	SASK.	MAN.	ONT.	N.B.	N.S.	PEI	NFLD.	TOTAL
Married (%)	98	100	96	93	93	100	93	86	82	94
Median No. Chn.	2.4	2.3	2.2	2.0	2.3	2.5	1.8	1.9	2.4	2.2
Religion (%)										
United	55	67	64	71	46	50	36	14	24	53
R.C.	2	8	9	2	31	33	29	43	35	19
Anglican	28	5	5	14	8	17	7		35	11
Other	15	20	22	13	15		28	43	6	17

The Provincially-Employed Canadian Superintendent in Profile (1961)

The superintendent is a married man with two children. He was probably born in the province in which he now holds his superintendency and was more than likely educated there.

In preparation for his career in education he graduated with a B.A. from a university in the same province, underwent teacher training and began teaching at 20 years of age. During his teaching career he moved up through the ranks to the position of principal. After about 20 years in the schools he was appointed to his first superintendency, where more than likely he has stayed, although he may have moved once. He has been a superintendent for about 8 years and is probably around 51 years of age.

On appointment to his first superintendency he probably gained in salary, although there is a good chance that his salary actually decreased. His salary in 1963 varied between $5,200 and $13,000 according to the province and his particular level within the superintendency ranks. There is a fair chance that some of his principals earn more than he does.

In his dual position as Departmental representative and educational advisor to the Boards he deals with 21 Boards and 36 schools in his district. He travels about 10,000 miles a year and is responsible for 150 teachers.

If he should resign from the superintendency he will probably do so to take up a similar position as an employee of a school Board, although there is the possibility that he will go into higher education or even back into the schools as an administrator.